



An Study of the Impact of Poverty on Education in INDIA

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ABSTRACT

The influence of poverty upon academic achievement in India study investigates the considerable association between poverty and educational outcomes. Poverty is a multifaceted issue that impacts many parts of people's life, including their access to decent education. Understanding the consequences of destitution upon education is critical for devising successful solutions to alleviate educational inequality in India, a country with a large population living below the poverty line. Poverty has numerous disadvantages and has a negative impact on education, and steps or actions should be completed or adopted to reduce or alleviate the difficulties that come in the way of poverty and its impact on education. The primary focus of this research paper is to comprehend poverty and how it affects the education of those living below the poverty line. This study provides light on the complicated relationships between poverty and education in India by conducting a thorough examination of existing research, and data.. It emphasises the need of targeted interventions, legislative reforms, and inclusive practises in reducing the negative effects of poverty on educational attainment and promoting equitable opportunity for all children, regardless of socioeconomic status. To delve deeper and have a better understanding of the topic, a questionnaire survey was administered to the general people in India using basic random sampling. The key areas considered include childhood poverty, the influence of poverty on schooling or edifying, and the stimulus on the youth of children's schooling experiences.

KEY WORDS

Poverty, Barrier, Impact, Education, Nation.

INTRODUCTION

Education, like nourishment, shelter, and clothes, have grown into a basic human necessity. However, due to poverty, many youngsters are unable to attend school. As a consequence, the influence of destitution upon educational has been the primary focus of all competitions and exams. For pupils to use in competitive and academic exams, we prepared an article about the influence of poverty on education. Education results are one of the key factors that household income has an enormous effect on. Children from lower-income families frequently begin school later than children from higher-income families. Furthermore, the quality of education that they receive is inferior to that of wealthy families because they cannot afford a good quality school due to hefty tuition fees and other expenses.

The society, parents' education, family income, and other factors all have an impact on a child's educational success. Poverty reduces a child's preparedness for school in a variety of ways, including health, home life, teaching, and neighbourhood. Children from low-income homes frequently lack the desire and social skills needed to prepare them for school. Most poor families are unaware of the value of education and engage their kids in his normal duties. Some of them try to send their children to school, but they cannot afford a high-quality education. They are also reluctant to aid their children in their studies because almost all of them are considered uneducated. College assignment help is no longer their parents' problem, yet children require assistance in school from sources other than teachers. Despite the fact that education is a right, it remains a pipe dream for many impoverished and underprivileged children. Several individuals and communities were previously prohibited a chance at education.

The Government is currently giving free education to all children aged 6 to 14 and encourages children to attend school. This endeavour increases enrollment, but the quality of instruction in Government schools is well known to all of us. After taking advantage of these free education opportunities, the majority of disadvantaged family students drop out since they can no longer pay the school fees and other study expenditures. Some students discontinue their studies after finishing the 10th or 12th grade because the costs of higher education are prohibitively expensive for low-income households. Admission to IIT and MBBS is out of reach for even middle-class students due to hefty tuition and other expenses.

The Rangarajan Committee was formed and investigated poverty line estimations in India, submitting a report in the year 2014 during the month of June. According to the report, the poverty level is based on monthly per capita consumption expenditure or the Tendulkar Committee's recommendation. A new poverty line for rural areas was established. Since November 2017, the World Bank has been reporting poverty statistics for all countries throughout the world using two new international poverty lines: a "lower middle-income" line set at \$3.20 per day and a "upper middle-income" line set at \$5.50 per day. These are on top of the previous poverty limit of \$1.90 per day. The new lines were designed to serve two functions. To begin, they would take into account the reality that reaching the same set of skills may necessitate a different set of goods and services in various countries, particularly in wealthy countries. Second, they will facilitate cross-country comparisons as well as benchmarking within and across developing areas. India is classified as having a lower middle-income level. Applying the \$3.20 per capita poverty threshold, the percentage of the Indian population living in poverty in 2011 was 60%. This means that 764 million individuals in India endured in poverty in 2011.

As of early 2021, India had 86.7 million individuals living in severe impoverishment, accounting for six percent of the country's total population. According to latest estimations, the country is well on its path to achieving its sustainable development targets by 2030.

Whether fixed at 972 rupees per month, or calculated on a daily basis, it was 32 rupees. As a result, it is set at 1407 rupees per month for urban regions, or rupees 47 on a daily or per day basis. Under this methodology, the people living below the poverty level in 2011-12. The rapid growth of the country's economy while 1991, which was passed is one of the main explanations for the reduction or decline in India's poverty rate, as is the launch or introduction of social welfare programmes such as the MGNREGA, abbreviated as the Mahatma's Gandhi the national Government Rural Employment Guarantee Act, and the midday food programme for the Government schools. According to Klonner and Oldiges in the year 2012, these programmes significantly reduced poverty.

According to The World Bank, the nation of India has been attempting and has accomplished an annual growth rate of more than 7% over the last decade and a half year, and it still continues to take a great number of people out of the issue or problem of poverty.

Education is one of the most basic requirements after food, shelter, and clothes, however due to limited family income, most students in poor families are unable to attend school. It is also the most effective instrument for combating poverty and unemployment. Education for the poor should be one of the Government's key focus areas because it serves as a catalyst for economic, social, cultural, and technological growth in society.

Literature Review

According to Alok (2020) discusses neediness in India, which can be witnessed by anyone who tries to obtain it. As they have proved, the poor cannot even afford the cost of sending their kids to public or Government-funded schools where defenceless youngsters are taught for free. They couldn't bear the thought of their children being treated in a basic clinical setting.

The public authority manages the local area. The recurrence of neediness in India has been emphasised by a couple of monetary masters, and according to them, about 25% of the country's population endures chronic destitution. Without a doubt, even the Indian Government has given up on around 20,000,000 individuals in our country who are living in hideous squalor with no means of support.

S. Buheji, (2019) discusses India's varied techniques in speeding training range to eradicate poverty. The investigation revolves around the implications for shifting the poverty education equation to 'capacity Vs demand' rather than 'supply Vs demand,' which would aid in increasing the quality of teaching imparted among the poor with scarce assets.

The study incorporates a detailed unmistakable evaluation of India's poverty end schools or its instructional technique implies by utilising perspectives as a tool. The expert examines existing Indian addresses that have the potential to break through the distinct obstacles of low-quality education.

According to (Amerikaner & Morgan, 2018), the most important exercise we are taught as children is to stay in school. Getting instruction is the first step towards finding a new line of work, earning money, and making life more fruitful and joyful. Without training, many people are left jobless and impoverished for the rest of their life, which corrupts our level, and a decent understudy goes off the imprint. According to research, children who live below the poverty line have a much lesser chance of achieving academic success than their peers.

When it comes to poverty, Children living in poverty are frequently subjected to greater pressure, more exceptional, and longer-lasting pressure, which badly affects consideration, decreases wellness and centre, discernment, knowledge quotient, and social abilities.

(Deutsch, 2014) investigates the effects of poverty on education. A variety of factors contribute to a community's devastation, including deindustrialization, high unemployment rates, untreated psychological wellbeing, and violent infractions. Provincial and metropolitan ruined population groups encounter several challenges. These problems include poor lodging and, in particular, violent crime. For many reasons, training is not standardised; children arrive at school with a variety of challenges that teachers cannot express through

guidance. The school offices have underlying problems that have been shown to alter the quality of student guidance. Although qualified, school teachers are often not kept in a clearly never-ending loop.

Wight et al., (2010); Chau et al., (2010); Aratani et al., (2010) :Poverty is defined as a household of four or more whose annual income is less than the federal poverty level of \$22,050. According to statistics, families require roughly twice the income of the federal poverty level to make ends meet. Child poverty rates vary by state, but about 30% of children in the United States live below the federal poverty line. This is an increase since 2000.

B.G Tilak, (2002) emphasises the significance of education and elementary schooling. Policymakers, on the other hand, claim that auxiliary and advanced education aren't particularly important for the country's financial development and advancement. It expresses that auxiliary and advanced education does not have an essential part in the poverty reduction strategy and the Indian experience is also evidence of. The Government has largely ignored it. According to statistics, it was attempted to presume advancing the frail or small job of optional and advanced education. Furthermore, its significance in poverty reduction, infant mortality reduction, and economic growth.

Statement of the Problem

An study of the impact of poverty on education in India.

Causes of Poverty in INDIA

- a. **Demographic Explosion:** Throughout time, India's population has continuously expanded. It has risen at an average of a rate of 2. per year during the last 45 years, which implies that approximately 17 million people are added to the country's population each year. This greatly boosts customer demand for household goods.
- b. **Low Farming Efficiency:** Low agricultural productivity is a key cause of poverty. The reasons for low productivity are numerous. It is mainly caused by scattered and partitioned ownership of land, a lack of funds, illiteracy about the latest agricultural technologies, the use traditional farming procedures, wastage during storage, and so on.
- c. **Inefficient Resource Utilisation:** The country is experiencing underemployment and hidden joblessness, particularly in the farming industry. As a result, agricultural output remains low, and standards of living have fallen.
- d. **Low Economic Development Rate:** Economic development in India has been slow, particularly in the first 40 years of independence prior to the LPG reforms in 1991.
- e. **Price Growth:** The country's price growth has been steady, increasing the financial burden faced by the poor. Though some have gained, those with lower incomes are disadvantaged as a consequence and are unable to meet their basic necessities.
- f. **Unemployment:** Another factor that causes impoverishment in India. The growing population has led to a spike in the overall amount of job seekers. However, the growth of alternatives is inadequate to satisfy this requirement.
- g. **Colonial Exploitation:** For nearly two centuries, the British colonisation and dominance over India de-industrialised the country by destroying its traditional handicrafts and textile industries. Colonial policies reduced India to the status of a raw-material producer for European enterprises.
- h. **Climate Change:** The majority of India's impoverished live in the states of Bihar, Uttar Pradesh, MP, Chhattisgarh, Odisha, and Jharkhand, among others. Natural catastrophes such as floods, disasters, earthquakes, and cyclones inflict significant harm to agriculture in these states.

The Study's Objectives

- To comprehend the influence of poverty on pupil achievement in India.
- To increase poor people's access to livelihood and opportunities for learning.
- Monitoring and evaluating poverty-reduction programmes.

Research Methodology

- This questionnaire's target audience or respondents were the general public.
- The duration of research lasted 40 days.
- The primary emphasis was on poverty and its impact on schooling. The study's geographical site was India.

Sources of Data

Both primary and secondary data sources were used to acquire the information. The main information was gathered through the use of a questionnaire. It was developed with the target responders in mind, and questions were posed accordingly. And, using the same data, we created graphs, evaluated it, and created tables. as well as graphs. There were 400 persons in the sample. The data gathered is firsthand and can be utilised to gain a better understanding of children living in poverty.

The secondary data gathered is publicly available information. The data was gathered from publications, books, reports, the internet, and other outline articles.

Sampling Method

For data collection, the Simple Random Sample Selection technique was utilised since it involves a subset of a selected population and all participants take a similar chance of becoming presence certain or being selected. It is a more straightforward approach in comparison to all other methods since it entails making a single random selection and involves very little intelligence or understanding about the population being studied.

Data Analysis and Interpretation

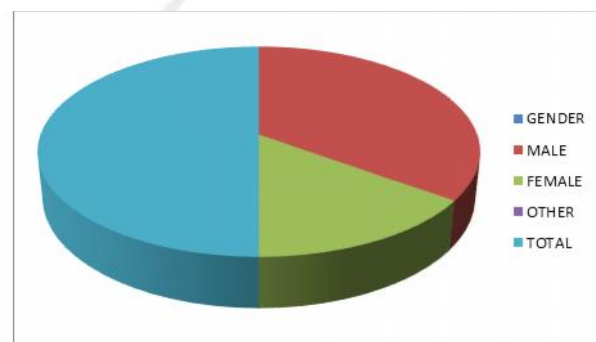
The purpose of this questionnaire survey is to learn about the impact of poverty on education in India. The information was compiled using a Google form. Furthermore, this paper contains significant and critical topics for our research. There were 400 people who responded.

Research Analysis on the question regarding the gender 280 out of 400 are male 120 out 400 are female and 0 others.

Table 1: Showing the gender of people

Gender	No. of Respondent	Percentage %
Male	280	70.00
Female	120	30.00
Other	000	00.00
Total	400	100.00

(Source: Primary Data)



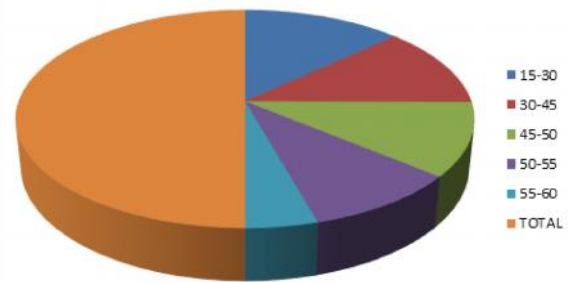
Analysis

According to the above table, 70.00% of responders are male, while 30.00% are female.

Table 2: Displays the respondents' ages.

Age	No. of Respondent	Percentage %
15-30	105	26.25
30-45	96	24.00
45-50	87	21.75
50-55	77	19.25
55-60	35	08.75
Total	400	100.00

(Source: Primary Data)



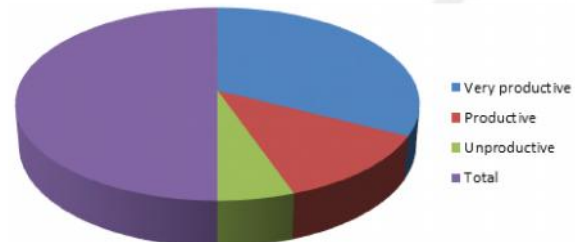
Analysis

Analysis of research on the age group question 105 of the 400 are between the ages of 15 and 30, 96 are between the ages of 30 and 45, 87 are between the ages of 45 and 50, 77 are between the age of 50-55 and 35 are between the age of 55-60.

Table 3: Depicts the productiveness of education in alleviating poverty.

Impact	No. of Respondent	Percentage %
Very productive	260	65.00
Productive	97	24.25
Unproductive	43	10.75
Total	400	100

(Source: Primary Data)



Analysis

An examination of the research issue, we found that 260 out of 4000 people believe it is very productive, 97 believe it is productive, and 43 believe it is un-productive.

Results of the Study

- There are 70.00% of male respondents and 30.00% of female respondents.
- 26.25% of those who have replied are between the ages of 15 and 30. 24.00% of respondents are between the ages of 30 and 45. 21.75% of the Respondents range in age from 45 to 50 years. 19.25% of the respondent range in age from 50 to 55, and 08.75% in age 55 to 60..
- According to 65.00% of our respondents, education will be highly useful in eliminating poverty in India. 24.25% of our respondents believe it is vital, while 10.75% do not believe it is important or will be effective.

Solutions to these Problems

The following are the steps that should be implemented to combat the monster of poverty in India:

- Population growth at the current rate should be slowed by regulations and public awareness encouraging birth control.
- Every effort should be made to increase job prospects in the country, whether through increased foreign investment or self-employment initiatives.
- Measures should be taken to bridge the enormous disparity in wealth distribution across different levels of society.
- Some Indian states, like as Odisha and the North Eastern states, are more impoverished than others. The Government should try to stimulate investment in these states by granting specific tax breaks.
- People's basic needs for a good quality of life, such as food and clean drinking water, should be more easily accessible.

- Subsidy rates on commodities and the public distribution system should be improved. The Government should give free high school education and a greater number of operational health centres.

Some other solutions to this problem :

- **Access to Food Security:** Food security continues to be influenced at the macro level by the interplay of factors impacting food production, food supplies, food prices, food subsidies, food aid, and food research. This will necessitate particular macro-level steps to improve the situation. Capacity of the state and people to produce and purchase food.
- **Access to Resources:** Access to existing profitable assets including the ground, forest, and water resources is required to boost rural poor production, employment, and income. People's access to gainful employment requires additional measures such as land reform and development, training and skill enhancement.
- Access to Special Nutrition Programme.
- Access to fundamental Services and a Healthy Environment.
- Poverty is a multi-dimensional problem that involves limited access to fundamental opportunities in education, health, water supply, and sanitation.
- Access to Population Education.
- Legal and Constitutional Rights.

CONCLUSION

Poverty impacts the entire country, not just a single person. The Indian Government has created a variety of smart and effective poverty-reduction schemes and programmes. However, the Government cannot bring about the change we desire.

Look for yourself. To successfully reduce poverty in India, other non-Governmental organisations, agencies, and organisations must collaborate with the Government. To combat poor in the nation of India, the Government and non-profit groups can collaborate in a variety of ways.

Education is the most significant and effective technique of reducing poverty in India. People can gain knowledge and specific skills through education, allowing them to eventually support themselves financially. The development and improvement of our country's youth are critical to its success. The national Government of India and state Governments have been executing numerous programmes to eradicate poverty in India (for example, the IRDP, JRY-Jawahar Rozgar Yojna, which was begun on April 1, 1989). While the objectives of these initiatives are remarkable they hinge on an erroneous assumption that shelling out wealth is a reward in itself.

Poverty alleviation requires both a required and sufficient condition. The concept underscores the value of not financial measures and the effect they have upon people's lives. Several roots workers discovered that certain Government measures usually harm the poor more drastically compared to the receive from money-oriented projects such as Integral Rural Development Programme (IRDP).

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